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ABSTRACT

In 1987-88, a national survey was conducted to determine the adult/continuing education (ACE) policies and practices of large, urban community colleges. Questionnaires were mailed to ACE deans at 74 colleges, requesting information about program characteristics, funding sources, personnel, curriculum review, and marketing and publicity. Study findings, based on a 49% response rate, included the following: (1) more than 85% of the ACE programs offered continuing professional education and community education and personal development courses, workshops, and seminars; (2) the most popular ACE courses dealt with computers and computer applications; (3) tuition for ACE programs ranged from $0 in two California colleges to more than $40 per credit hour at two New England colleges, with the median tuition being $3.40 per credit hour; (4) the primary funding patterns involved combinations of state funding, cost-recovery fees, contracts with business or agencies, and grants; (5) at 35% of the colleges, the dean or associate dean had final curriculum approval; (6) ACE programs relied largely on part-time instructors, with 44% employing no full-time instructors at all; and (7) programs experiencing the largest declines in enrollment tended to be those offered at a large number of sites. Survey instruments are appended. (ALB)

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City Colleges of Chicago

OFFICE OF BASIC AND CONTINUING EDUCATION

National Survey of ACE Programs

by

Ernesto A. Constantino

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May 1988

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Executive Summary

In December of 1987, the Planning and Marketing Committee of the deans of continuing education of the City Colleges of Chicago conducted a national survey of adult/continuing education (ACE) programs. The purpose of this survey was to see how the continuing education divisions of the City Colleges of Chicago compares with other ACE programs in large urban areas, such as Los Angeles, Miami, New York, and Houston. The survey covers programmatic characteristics, funding sources, personnel, curriculum review, and marketing and publicity techniques.

Overall, the adult continuing education departments of the City Colleges of Chicago do not stand apart from the 36 ACE programs surveyed. Yet, in many ways, diversity characterizes these programs, in their class lengths, tuition per credit hour, funding patterns, hiring requirements for instructors, and numbers of personnel.

About The City Colleges of Chicago

The City Colleges of Chicago, the community college district of the City of Chicago, is composed of eight colleges, two learning centers, and a technical institute and serves over 100,000 students per semester including more than 18,000 adults enrolled in the non-credit continuing education classes.

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NATIONAL SURVEY OF ACE PROGRAMS

The adult education field is changing rapidly, yet there is little readily available information on the various adult continuing education (ACE) programs across the country. To the strategic planner, marketer, or curriculum developer, obtaining up-to-date information on the situation of other ACE programs is essential. Toward this end, the Planning and Marketing Committee of the deans of continuing education of the City Colleges of Chicago (CCC) felt it necessary to conduct a national survey of the policies and practices of other community colleges or college systems most similar to CCC.

There are many issues facing ACE programs today. Demographic trends--especially the aging of our population--are engendering changes in student enrollment patterns. The number of younger adults, 18 to 22, in college is on the decline, while new segments of the adult population--such as professionals and displaced workers--are returning to school in numbers. Funding for ACE programs has changed, creating new policy imperatives and programmatic changes. Many questions can be asked: How are ACE programs funded? How are ACE programs marketing their programs these days and are new approaches being taken? What are the most popular courses among ACE students? Are senior citizens a significant segment of the population served by ACE programs? If so, how are classes for these older adults funded? How many part-time and full-time instructors are employed? What are their qualifications? How much are they paid? This report seeks to answer these questions by summarizing information from a cross-sectional sample of adult education programs around the country.

Research Design

A survey of ACE programs across the country was conducted in late 1987 and early 1988 to gather information on different programs' policies and practices. A sample of 74 ACE programs was selected from the membership directories of the Learning Resource Network (LERN) and American Association of Community and Junior Colleges (AACJC) based on the following criteria: Urban, Multi-campus, and Public (see Appendices A and B for the list of programs selected).

A six-page questionnaire was developed that inquires about programmatic characteristics, funding sources, personnel, curriculum review, and marketing and publicity techniques (see Appendix C). Designed to be easy to complete for busy people, the instrument uses a minimum of open-ended items, relying mainly on multiple choice questions. The questionnaires were mailed to ACE deans in December of 1987. A second mailing to those non-responding programs occurred in February of 1988. Respondents were given the option of talking directly with a CCC official (e.g., one of the continuing education deans), by providing their phone numbers and best times to call on a return postcard, or completing and returning the questionnaire through the mail.

After reviewing the responses from the completed questionnaire, a second short questionnaire was developed to follow-up on a few key issues. To expedite the data collection process for this second survey, respondents from the first survey were contacted by phone and surveyed through an interview schedule in March of 1988. This call back survey focused on more specific information about the programs, including percentages of funding sources and enrollment and curricular trends (see Appendix D).

Numerical responses from the completed questionnaires were entered into a micro-computer and analyzed using the SPSSPC+ software package. Qualitative responses were transcribed and in some cases quantified for inclusion in the statistical analysis.

Findings

The achieved sample consists of 36 ACE programs or 49 percent of the 74 ACE programs surveyed (see Appendix A for the responding programs and Appendix B for the non-responding programs). Of 36 respondents, 15 were contacted by phone and participated in the call back interview. Tables 1 and 2 provide a general description of the responding colleges and their ACE programs.

Description of Sample

The majority of programs are in 2 year (public) community colleges, representing community college districts from the East, West, South, and Mid-West. About half are contained in multi-campus systems (a median of 5.0 campuses), whereas the other half exist within single campus colleges. Most of the programs in the West are in multi-campus systems, whereas the programs in the East and Mid-West are more likely found in single campus systems. More than 70 percent of the colleges or college systems have annual unduplicated enrollments in excess of 10,000 students, and, correspondingly, 50 percent of the ACE programs have enrollments of 10,000 or more students. Minorities comprise 43 percent of the total student bodies at the colleges, with high concentrations of Hispanic and Asians in the West and high concentrations of blacks in the East and South. The mean ages of the students in the ACE programs range from 20 to 62 years, with the average of these mean ages at 33.8 years. This compares with a mean of 27.8 years for the total student bodies of the colleges. Comparing the mean age of students across region, the Southern colleges tend to have the younger students, overall and in the ACE programs, whereas the Western colleges tend to have the older students (however, the difference is not statistically reliable).

Programmatic Characteristics

More than 85 percent of the ACE programs offer community education and personal development courses, workshops and seminars, and continuing professional education. About 81 percent--primarily programs in the larger colleges--have short-term vocational training courses. All but two of the programs offer ACE classes off-campus. Over 90 percent serve senior citizens through their ACE program and a little more than half

Table 1: Sample Characteristics

REGION OF COUNTRY (N=36)	
East	31%
West	28
South	25
Mid-West	17

CAMPUS SYSTEM STRUCTURE	All (N=36)	West (N=10)	Mid-West (N=6)	East (N=11)	South (N=9)
Multi-Campus System	53%	90%	33%	27%	56%
Multi-Site Single Campus	36	10	67	55	22
Single Campus	8	-	-	9	22
Other	3	-	-	9	-

ANNUAL UNDUPLICATED ENROLLMENT (N=35)	Total	ACE
1 - 1,999	3%	15%
2,000 - 4,999	6	20
5,000 - 7,999	11	9
8,000 - 9,999	9	6
10,000 and over	71	50

RACIAL COMPOSITION OF STUDENTS	All (N=29)	West (N=9)	Mid-West (N=4)	East (N=9)	South (N=7)
Mean Percent White	57%	54%	68%	55%	58%
Mean Percent Black	20%	12%	15%	26%	26%
Mean Percent Hispanic	13%	20%	1%	11%	12%
Mean Percent Asian	7%	12%	2%	7%	3%
Mean Percent Other	1%	1%	0%	1%	1%

MEAN AGE	All	West	Mid-West	East	South
Total Student Body (N=34)	27.8	29.2	29.2	27.0	26.1
ACE Student Body (N=27)	33.8	37.1	32.3	32.9	32.4

Table 2: Programmatic Characteristics

PROGRAM COMPONENTS	All (N=36)	West (N=10)	Mid-West (N=6)	East (N=11)	South (N=9)
Community Educ./Pers. Develop.	100%	100%	100%	100%	100%
Workshops and Seminars	92%	80%	100%	91%	100%
Continuing Professional Educ.	86%	90%	100%	82%	78%
Short-term Vocational Training	81%	70%	100%	82%	78%

SENIOR CITIZEN ENROLLMENT (N=31)	On Campus	Off Campus
0	16%	16%
1 - 249	45	39
250 - 749	23	23
750 - 999	3	6
1,000 and over	13	16

CLASSES FOR DEVELOPMENTALLY DISABLED	All (N=36)	West (N=10)	Mid-West (N=6)	East (N=11)	South (N=9)
None	47%	50%	33%	46%	56%
Life and Vocational Skills Training	39	30	50	46	33
Life Skills Training Only	11	20	17	9	-
Other	3	-	-	-	11

ACE COURSE LENGTH	All (N=35)	West (N=10)	Mid-West (N=6)	East (N=10)	South (N=9)
2 to 4 Weeks	20%	10%	17%	50%	-
5 to 8 Weeks	49	40	67	20	78
9 to 10 Weeks	17	20	-	20	22
11 to 16 Weeks	8	20	-	10	-
Varies (volunteered)	6	10	17	-	-

provide classes for developmentally disabled students. The typical course length ranges from five to eight weeks. All but one program allow students to repeat courses as many times as the student desires, and more than half receive state reimbursement for repeated courses.

The most popular ACE courses by far are the computer and computer applications courses (mentioned by 56 percent of the respondents). Other popular ACE courses are the foreign language, real estate, recreation, and English-as-a-Second-Language (ESL) classes (see Table 3). The most popular senior citizen classes are arts and crafts (mentioned by 59 percent); other popular classes with seniors are fitness and health, financial planning, and music. Areas of new course programming include business-related topics, ESL, and courses geared to older adults. Some of the respondents mentioned senior citizens, Hispanics, and business people as being segments of the population that are being targetted by their programs.

Respondents were also asked to describe the unique features of their ACE programs or courses. Table 4 lists the qualitative responses to this question.

Tuition

The median tuition for the ACE programs' non-credit courses is $3.40 per credit hour, ranging from $0 in two California colleges to more than $40 at two New England colleges. Overall, average tuition is lower in the South and West and in large colleges (see Table 5). Fee waivers are available at about 70 percent of the 33 programs that charge tuition or fees. The groups granted waivers include senior citizens at 59 percent of the programs (in some cases, this is determined by available space), college employees at 28 percent of the programs, public employees at 13 percent of the programs, and public assistance recipients at only one program in the East (see Table 5).

Funding

There are four primary sources of funding in the ACE programs surveyed (see Table 5). Cost recovery fee based funding is indicated by 83 percent of the respondents. State funding and contracts with businesses or agencies are each mentioned by 58 percent of the respondents. A little less than half indicate that grants are a source of funding. Other less frequently

Table 3: Verbatim Responses to Question of
Two Most Popular ACE Classes

1 Computer studies and Management seminars
2 Skiing and Watercolor
3 ESL and Basic math
4 "People's law school" and Pre-retirement classes
5 Computer courses and Courses for licensed professions
6 Microcomputer-related courses
7 Real estate licensing and Business management
8 Word processing and Language
9 Computer applications and Customer service
10 Effective training for teachers
11 Aqua aerobics and Ballroom dance
12 GED and Computers
13 Voc ESL and Short term occupational preparation
14 Microcomputers intro and Lotus
15 Estate planning and Language
16 Computer/software applications
17 Conversational Spanish and Computers
18 Sports and fitness and Computer-related courses
19 GED, Personal development, Personal interests,
"How to Sell a Home", and General interest
20 Spanish and Investing
21 ESL and Microcomputers
22 Computer LH (1,000-1,500 per term)
23 Personal computers and Aerobics
24 Computer classes and Ethnic cooking
25 Computer literacy and Real estate
26 ESL and Business
27 "Health and Our Chemical Environment" (credit)
and "Inspecting Houses" (noncredit)
28 Computer and Word processing
29 Courses offered on personal computers
and Recreation (tennis and swimming)
30 Travel and Film series
31 Foreign languages (French, Italian, Spanish),
Cross country skiing, Silk screening, Drama, and Writing
32 Computer courses and Standardized test preparation courses
33 Computer application programs
34 "Sparkle and Spirit of Humanity" and Country-Western dancing

Table 4: Verbatim Responses to Question of
Unique Features of ACE Program

1 Very decentralized throughout eight communities (40 miles).
2 We work very close with the secondary school districts to
share facilities, instructors, and some cooperative programs.
3 The Small Business Development Centers each serve 400+, a
program training people to work in bulk mailing centers.
4 Financial aid available to adult vocational students via
Texas public education grants.
5 We use mobile trailors to take computer application training
to worksite.
6 2000+ enrolled in computer-related courses, 2000+ enrolled
in advanced EMS and paramedic courses.
7 Courses by correspondence, and through self-paced learning.
8 A good portion of our classes are taught bilingually
(English/Spanish).
9 1. Comprehensive 2. flexible 3. cost recovery
4. immediate response to community requests 5. creative
6. exciting 7. fast-paced.
10 Golf tournament $ raised go into a special fund to pay for
senior citizens to take classes.
11 Certificate programs in real estate, insurance, pre-school
workers, court reporting, summer college for kids (regular,
enrichment courses, music camp).
12 Flexibility, entrepeneurial, always pay rent and
instructional cost to new sites, business institute.
13 Continuing education is responsible for registration and
collection of fees, can offer courses and meet needs more
quickly when the apparatus is in the hand of the ACE staff,
tripled enrollment in the last 4 years.
14 Our classes are offered in over 30 off-campus and 25 on-
campus locations.
15 Under CUNY, the ACE programs have a "Credit Banking" system
whereby students may take ACE courses and change it into
college credit, ex: a real estate ACE student can change RE
credit if he/she takes a credit program with a business major.
16 Targets deaf persons as a major focus.
17 Classes offered throughout community in over 30 locations
each semester.
18 All environmental or natural resource-related.
19 Staffed senior center and women's center on campus.
20 Free tuition.
21 Basic skills courses help potential students prepare for the
SAT and college entrance.

mentioned sources are tuition, city or county funds, and local property tax revenue.

There are four patterns of funding (see Table 5). The most common pattern is the use of both state funds and cost recovery fees, evident at about two-fifths of the programs. The sole use of cost recovery fees occurs at one-fifth of the programs, and the use of cost recovery plus either grants or contracts with agencies or businesses occurs at another one-fifth of the programs. At 14 percent of the programs, the state is the sole source of funding. One difference in funding pattern is found between programs with short-term vocational training and those without; 91 percent of programs offering these courses receive state funding, whereas only one-fourth of programs without these courses receive state funding (none receive state funding solely and all use cost recovery fees).

With regards to the funding of classes for senior citizens, about 64 percent of the 33 programs that serve senior citizens use cost recovery fees, 36 percent receive state funds, 21 percent have grants, 15 percent use contracts with businesses or agencies, and 6 percent mention tuition (see Table 5).

Curriculum Review

The ACE programs employ varying processes to review their courses. In 35 percent of the programs, the dean or associate dean gives final approval to courses. Curriculum committees, coordinators, directors, or department chairpersons give final approval in 23 percent of the programs. Student evaluations comprise the course review process in 19 percent of the programs. In 12 percent of the programs, state, system-wide, or college officials have final approval on courses. Finally, 12 percent of the programs have no formal course review process.

Personnel

As Table 6 shows, the ACE programs rely heavily on part-time instructors; the median number of part-time instructors employed in these programs is 225 (69 percent have 100 or more) compared to only 3 for full-time instructors (7 percent have 100 or more and 44 percent have no full-time instructors at all). The credentials required of instructors vary from program to program, and for the majority the required qualifications depend on the particular course as well as the experience and expertise of the

Table 5: Tuition and Funding

	All	West	Mid-West	East	South
TUITION PER CREDIT-HOUR	(N=23)	(N=8)	(N=3)	(N=6)	(N=6)
Median	$3.40	$3.00	$22.00	$3.60	$2.12
Range	$0-45	$0-31	$2-28	$2-45	$1-15

	All	West	Mid-West	East	South
FEE WAIVERS	(N=32)	(N=6)	(N=6)	(N=11)	(N=9)
Senior Citizens	59%	33%	83%	55%	67%
College Employees	28%	33%	17%	27%	33%
Public Employees	13%	-	17%	27%	-
PA Recipients	3%	-	-	9%	-

	All	West	Mid-West	East	South
FUNDING FOR ACE PROGRAM	(N=36)	(N=10)	(N=6)	(N=11)	(N=9)
Cost Recovery Fee Based	83%	80%	100%	73%	89%
State	58%	50%	50%	73%	56%
Contracts with Businesses/Agencies	58%	50%	83%	55%	56%
Grants	47%	30%	67%	64%	33%
Tuition (volunteered)	8%	-	-	27%	-
City or County (volunteered)	6%	-	-	18%	-
Local Property Tax (volunteered)	3%	10%	-	-	-

	All	West	Mid-West	East	South
PATTERN OF FUNDING	(N=36)	(N=10)	(N=6)	(N=11)	(N=9)
State Only	14%	20%	-	18%	11%
Cost Recovery Fee Based Only	19	30	17	9	22
State and Cost Recovery Only	42	30	50	46	44
State and Other	3	-	-	9	-
Cost Recovery and Other	22	20	33	18	22

	All	West	Mid-West	East	South
FUNDING FOR CLASSES FOR SENIORS	(N=33)	(N=8)	(N=6)	(N=11)	(N=8)
Cost Recovery Fee Based	64%	63%	67%	64%	63%
State	36%	50%	17%	55%	13%
Grants	21%	13%	33%	27%	13%
Contracts with Businesses/Agencies	15%	13%	-	27%	13%
Tuition (volunteered)	6%	-	17%	9%	-

Table 6: Personnel

	All	West	Mid-West	East	South
PERSONNEL					
Median Full-time Instructors (N=27)	3.0	3.0	8.0	0.0	3.5
Median Part-time Instructors (N=22)	225.0	30.0	250.0	200.0	300.0
Median Full-time Administrators (N=36)	4.5	1.0	5.5	5.0	7.0
Median Part-time Administrators (N=36)	0.0	0.5	0.0	0.0	0.0
Median Full-time Support Staff (N=36)	5.0	3.0	5.5	6.0	5.0
Median Part-time Support Staff (N=36)	1.0	1.5	0.0	1.0	1.0

	All	West	Mid-West	East	South
REQUIRED INSTRUCTOR CREDENTIALS	(N=35)	(N=10)	(N=6)	(N=11)	(N=8)
Depends on Course or Expertise	57%	60%	50%	55%	63%
BA or less	11	10	-	9	25
BA, MA, or higher	26	10	50	36	13
Credential or Licensure	3	10	-	-	-
Other	3	10	-	-	-

	All	West	Mid-West	East	South
PARTTIME INSTRUCTORS' HOURLY RATE	(N=33)	(N=10)	(N=5)	(N=10)	(N=8)
$10.00 - $19.99	61%	40%	80%	40%	100%
$20.00 - $24.99	21	30	20	30	-
$25.00 and over	18	30	-	30	-

Table 7: Marketing and Publicity

	All	West	Mid-West	East	South
MARKETING TECHNIQUES TO PUBLIC	(N=36)	(N=10)	(N=6)	(N=11)	(N=9)
Printed Schedules	94%	90%	100%	91%	100%
Newspaper Ads	89%	80%	100%	82%	100%
Program Brochures	75%	60%	100%	73%	78%
TV and Radio Ads	69%	70%	83%	55%	78%
All-District Mailings	67%	60%	83%	73%	56%
College Catalogs	31%	40%	33%	9%	44%
Billboards (volunteered)	11%	10%	17%	9%	11%
Flyers (volunteered)	8%	30%	-	-	-

	All	West	Mid-West	East	South
MARKETING TECHNIQUES TO BUSINESSES	(N=36)	(N=10)	(N=6)	(N=11)	(N=9)
Mailings (volunteered)	39%	30%	33%	45%	44%
Direct Contact (volunteered)	39%	40%	33%	36%	44%
Outreach Effort (volunteered)	22%	10%	17%	27%	33%
Newspaper Ads (volunteered)	14%	-	17%	27%	11%
Brochures (volunteered)	11%	-	17%	9%	22%
Referrals (volunteered)	11%	30%	-	9%	-

person. The hourly rates for the part-time instructors range from $10 to $20 in 61 percent of the programs, between $20 and $25 in 21 percent of the programs, and $25 and over in 18 percent of the programs. Lower rates of pay are more likely found in programs in the South and Mid-West (see Table 6).

The majority of the ACE programs are headed by a dean or associate dean; in other cases, the head administrator is a director. The median number of administrators in these programs is 4.5 (56 percent have no part-time administrators) and the median number of support personnel is 6 (see Table 6).

Marketing and Publicity

A variety of marketing and publicity techniques are employed by the ACE programs (see Table 7). The majority use printed schedules, newspaper ads, program brochures, TV and radio ads, and all-district mailings. Some of the programs use flyers and billboard ads. To market their courses to businesses, the surveyed ACE programs use mailings, direct contact (e.g., PR breakfasts, phone calls), institutionalized outreach efforts (e.g., via an Industrial Services representative), newspaper ads, brochures, and referrals (e.g., word-of-mouth).

Exploratory Findings

The data from the call back survey were specifically analyzed to explore any relationships between variables. Since the sample size of the call back survey was only 15, the statistical findings presented here are merely suggestive of possible relationships. Table 8 presents correlations between selected variables, showing the correlation coefficient (r), reliability probability (prob), and number of cases involved (N). Although some of the correlations are large (e.g., .50 or greater), many of these coefficients are not considered statistically reliable since the probabilities (or alpha levels) are larger than .01 or .05. Notwithstanding these caveats, these findings suggest that:

a) programs that emphasize professional education courses are less likely to be funded through cost recovery fees and more likely to charge a higher tuition per credit-hour,

Table 8: Correlations between Selected Variables from Call Back Survey

Variables	r	prob	N
% Community Education with			
% Voc Training	-.40	.09	13
% Workshops/Seminars	-.44	.07	12
N Full-time Instructors	-.48	.08	10
% Workshop/Seminars with			
$ Prop Tax Funds	-.97	.08	3
% Professional Education with			
% Cost Recovery Fees	-.86	.03*	5
$ Tuition per credit-hr	.69	.04*	7
N of Sites with			
$ State Funds	-.48	.08	10
N Part-time Instructors	.68	.07.	6
$ Tuition	.53	.07	9
$ State Funds with			
$ Tuition Funds	-.77	.01**	8
N of ACE Students with			
$ Grant Funds	-.59	.06	8
$ Agency Funds	-.87	.03*	5
$ Tuition per credit-hr	-.31	.07	23
N Full-time Instructors	.59	.001***	25
N Part-time Instructors	.58	.003***	21

Table 9: ANOVAs Performed on Selected Variables from Call Back Survey

% Community Education by Type of Campus System

1. Single Campus	31%	N=14
2. Multi-Campus	20%	prob=.05*

% Professional Education by Total Student Body Sizes

1. 5,000-7,999	8%	N=10
2. 10,000+	14%	prob=.0006***

% Professional Education by Pattern of Funding

1. Cost Recovery Only	10%	N=11
2. State & Cost Rec Only	18%	prob=.02*
3. Cost Recovery & Other	75%	

N of Sites by Availability of Job Training Courses

1. Yes	24	N=13
2. No	93	prob=.05*

N of Sites by Enrollment Trend

1. Large Decrease	200	N=13
2. About the Same	37	prob=.0005***
3. Large Increase	20	

$ Grant Funds by Region of Country

1. Mid-west	6%	N=9
2. East	22%	prob=.045*
3. South	9%	

b) programs that are state funded are less likely to be funded through general tuition, and

c) programs with large student enrollments are less likely to be funded through contracts with agencies or businesses.

Table 9 presents results from ANOVAs (analysis of variance) used to test the difference in means of a variable broken down by another variable. The suggestive findings are:

a) programs emphasizing community education and personal development courses are slightly more likely to be in single campus than multi-campus systems,

b) programs emphasizing professional education are twice as likely to be in colleges with large student enrollments and less likely to be funded solely through state funds,

c) programs offering job training courses tend to be programs with a large number of sites,

d) programs experiencing the largest declines in student enrollment are the programs with a large number of sites, and

e) programs in the East are more likely to be funded through grants than are programs in the Mid-West and the South.

Appendix A: List of Responding ACE Programs
(N=36)

Phoenix College, Phoenix, AZ
Pima Community College, Tucson, AZ
West Los Angeles College, Culver City, CA
Long Beach City College, Long Beach, CA
East Los Angeles College, Monterey Park, CA
Los Angeles Mission College, San Fernando, CA
San Francisco Community College District, SF, CA
Los Angeles Pierce College, Woodland Hills, CA
Community College of Denver, Denver, CO
Gallaudet University, Washington, DC
Broward Community College, Fort Lauderdale, FL
Atlanta Junior College, Altanta, GA
Des Moines Area Community College, Ankeny, IA
Kirkwood Community College, Cedar Rapids, IA
McHenry County College, Crystal Lake, IL
Kansas City Kansas Community College, KC, KS
Bunker Hill Community College, Boston, MA
Cantonsville Community College, Baltimore, MD
Kellogg Community College, Battle Creek, MI
Davidson County Community College, Mocksville, NC
Queensborough Community College, Bayside, NY
LaGuardia Community College, Long Island, NY
Borough of Manhattan Community College, NY, NY
State University of New York (Cont Ed), Syracuse, NY
Onondaga Community College, Syracuse, NY
Cuyahoga Community College District, Cleveland, OH
Central Oregon Community College, Bend, OR
Community College at Philadelphia, Philadelphia, PA
CC of Allegheny County--Center North, Pittsburgh, PA
CC of Allegheny County--Allegheny, Pittsburgh, PA
Austin Community College, Austin, TX
Mountain View College, Dallas, TX
El Paso Community College, El Paso, TX
Houston Community College System, Houston, TX
San Antonio College, San Antonio, TX
Thomas Nelson Community College, Hampton, VA

Appendix B: List of Non-Responding ACE Programs
(N=38)

Anchorage Community College, Anchorage, AK
Maricopa Technical Community College, Phoenix, AZ
Coast Community College District, Coast Meca, CA
Fresno City College, Fresno, CA
Los Angeles College, Los Angeles, CA
Los Angeles Community College District, LA, CA
Los Angeles Southwest College, Los Angeles, CA
Los Angeles Trade-Technical College, LA, CA
Pasadena City College, Pasadena, CA
Sacramento City College, Sacramento, CA
San Jose City College, San Jose, CA
Santa Monica College, Santa Monica, CA
Los Angeles Valley College, Van Nuys, CA
Los Angeles Harbor College, Wilmington, CA
Daytona Beach Community College, Daytona Beach, FL
Miami-Dade Community College, Miami, FL
Miami-Dade Community College--North, Miami, FL
Miami-Dade Community College--South, Miami, FL
Miami-Dade Community College--Wolfson, Miami, FL
Elgin Community College, Elgin, IL
William R. Harper College, Palatine, IL
Kansas City Kansas Community College, KC, KS
University of New Orleans--Metro College, NO, LA
Community College of Baltimore, Baltimore, MD
Wayne County Community Services College, Detroit, MI
Maple Woods Community College, Kansas City, MO
Passaic County College, Paterson, NJ
Bronx Community College, Bronx, NY
Kingsborough Community College, Brooklyn, NY
Leisure Learning School SUNY, Geneseo, NY
Mohawk Valley Community College, Utica, NY
Ohio State University, Columbus, OH
Community College of Philadelphia, Philadelphia, PA
Pierce Junior College, Philadelphia, PA
Community College of Allegheny County, Pittsburgh, PA
El Centro College, Dallas, TX
Milwaukee Area Technical College, Milwaukee, WI
University of Wisconsin, Extension, Milwaukee, WI

City Colleges of Chicago

312/641-0808

December 2, 1987

<ltitle> <fname> <lname> <title>
<col>
<address>
<csz>

Dear <ltitle> <lname>:

As part of the planning for our Adult/Continuing Education program at the City Colleges of Chicago, the Adult Education Planning and Marketing Committee is conducting a survey of adult/continuing education programs.

The Adult Education Deans of the district and I are asking you to complete the enclosed survey. The purpose of the survey is to gather information on how other large urban institutions operate their adult and continuing education programs.

We are asking you to spend about thirty (30) minutes on the telephone to answer the questions. One of the Deans will call you at your convenience. If you are willing to participate, please complete the enclosed reply card by December 15, 1987. You will be called on the date and at the time you indicate. If you would prefer to mail your response to our survey, please send it to me at the address below.

If you are not the person who can best respond to the questions, please give this letter and survey to the appropriate person. Thank you in advance for your interest and cooperation. We look forward to sharing information about our respective programs.

Sincerely,

Talmadge C. Guy
Associate Vice Chancellor for
Basic & Continuing Education

enclosures

TCG:tca

226 West Jackson Boulevard Chicago, Illinois 60606-6998

CITY COLLEGES OF CHICAGO

ADULT/CONTINUING EDUCATION POLICIES AND PRACTICES SURVEY

DIRECTIONS: Please review the following questions in advance of our call. We will be glad to share the results of the survey with you upon request.

DEFINITION: For the purpose of this survey ADULT/CONTINUING EDUCATION will refer to college level non-credit continuing/community education programs offered by your institution.

PROGRAMMATIC

1. Which best describes your institution?

   A. 2 year community college.
   B. 4 year college/university.
   C. Technical Institute.
   D. Other, please explain. _____

2. Which best describes your institution?

   A. Public.
   B. Private.

3. What is the structure of your institution?

   A. Single campus.
   B. Single campus offering programs at one or more sites.
   C. Part of multi-campus system. Give number of campuses. _____
   D. Other, please explain. _____

4. What is the annual unduplicated student headcount for all programs at your institution?

   A. 1 - 1,999
   B. 2,000 - 4,999
   C. 5,000 - 7,999
   D. 8,000 - 9,999
   E. 10,000 +

5. What is the annual unduplicated student headcount in Adult/Continuing Education classes at your institution? _____

6. What is the average (mean) age of your student body? _____

7. What is the average (mean) age of students enrolled in Adult/Continuing Education classes? _____

8. What is the percent ethnic composition of your student body?

   A. Asian/Pacific Islander. _____%
   B. American Indian or Alaskan Native. _____%
   C. Black non-Hispanic. _____%
   D. Hispanic. _____%
   E. White non-Hispanic. _____%

9. What program components comprise the Adult/Continuing Education in your institution? (Give all that apply).

   A. Community education/personal development.
   B. Workshops and seminars.
   C. Professional continuing education.
   D. Short-term vocational training.
   E. Other, please specify. _____

10. What is the average length of an Adult/Continuing Education class?

    A. 2 to 4 weeks.
    B. 5 to 8 weeks.
    C. 9 to 10 weeks.
    D. 11 to 16 weeks.
    E. Other, please specify. _____

11. Do you use Adult/Continuing Education as a vehicle for short-term vocational or job skills training?

    A. Yes
    B. No

12. If yes, what are some of the occupational areas in which this training is offered? _____

13. Do you offer Adult/Continuing Education classes off-campus?

    A. Yes
    B. No

14. If yes, how many? ____

15. Do you provide services to developmentally disabled persons through Adult/Continuing Education?

    A. Yes
    B. No

16. If yes, what types of services? (Give all that apply.)

    A. Life skills training.
    B. Vocational skills training.
    C. Other, please specify. _____

17. Do you serve senior citizens (65 and older) in Adult/Continuing Education?

    A. Yes
    B. No

17

18. If yes, how many senior citizens are enrolled in classes held on-campus?

A. 1 - 249
B. 250 - 749
C. 750 - 999
D. 1,000 +
E. Does not apply.

19. How many seniors are enrolled in classes held off-campus?

A. 1 - 249
B. 250 - 749
C. 750 - 999
D. 1,000 +
E. Does not apply.

20. What classes are most popular with seniors at your college?

_____

21. What are the two most popular Adult/Continuing Education classes currently offered by your college? _____

22. Please share any unique features about your institution's Adult/Continuing Education programs or offerings. _____

_____

FINANCIAL

23. How are Adult/Continuing Education classes funded in your college? (Give all that apply).

A. State funding.
B. Cost-recovery fee based.
C. Grants.
D. Contracts with businesses/agencies.
E. Other, please explain. _____

24. What tuition or fees are charged for Adult/Continuing Education classes per credit hour?_____ and/or per class?_____

25. Are there any waivers of tuition and/or fees in your Adult/Continuing Education classes?

A. Yes
B. No

26. If so, for what categories of students are waivers granted?

A. Senior citizens.
B. Public assistance recipients.
C. Public employees.
D. Other, please specify. _____
E. Does not apply.

27. Do you receive separate funding for community service activities such as lecture series, theater presentations, art fairs and special events?

A. Yes
B. No

28. Please describe the funding source. _____

29. How are classes funded that are offered to senior citizens?

A. State funding.
B. Cost recovery fee based.
C. Grants.
D. Contracts with agencies.
E. Other, please specify. _____
F. Does not apply.

PERSONNEL

30. Please describe the table of organization for the Adult/Continuing Education department? _____

31. How many people are assigned to the department (excluding instructors)?

Administrative: Full-time _____ Part-time _____
Support: Full-time _____ Part-time _____

32. How many of your Adult/Continuing Education instructors are full-time employees of the institution? _____

33. How many instructors are part-time? _____

34. What level of education/credentials do you require for Adult/Continuing Education instructors?

A. Less than a Bachelor's Degree.
B. Bachelor's Degree.
C. Master's and above.
D. Number of years experience in the field. _____
E. Other, please specify. _____

35. What level of education/credentials do you require for instructors teaching short-term training courses offered through Adult/Continuing Education?

A. Less than Bachelor's Degree.
B. Bachelor's Degree.
C. Master's and above.
D. Number of years experience in the field. _____
E. Other, please specify or does not apply. _____

36. What is the hourly wage of part-time Adult/Continuing Education instructors at your college?

A. Less than $10.00
B. $10.00 - $14.99
C. $15.00 - $19.99
D. $20.00 - $24.99
E. $25.00 +

37. Is this wage related to or derived from the rate paid to full-time faculty?

A. Yes
B. No

38. If yes, please explain. _____

CURRICULUM

39. Briefly describe the Adult/Continuing Education program development process at your institution. _____

40. Briefly describe the Adult/Continuing Education course review process at your institution. _____

41. Are Adult/Continuing Education courses repeatable?

A. Yes
B. No

42. If yes, how many times can your students repeat a course?

A. Once.
B. Twice.
C. Three times.
D. Four times.
E. Other, please specify. _____

43. Do you receive state reimbursement for courses that students have repeated?

A. Yes
B. No

MARKETING/PUBLICITY

44. Which of the following print media do you use in marketing your Adult/Continuing Education programs? (Give all that apply).

A. Comprehensive printed schedule for each term or sub-term.
B. Specific brochures for each program.
C. General college catalogue.
D. Other, please specify. _____

45. Do you use any of the following in marketing your Adult/Continuing Education? (Give all that apply).

A. Electronic media (TV and Radio).
B. Newspaper advertising.
C. All-district mailing.
D. Other, please specify. _____

46. Briefly, how do you market your programs to businesses and agencies in your area? _____

THANK YOU FOR TAKING THE TIME TO HELP US IN OUR RESEARCH.

Office of Basic and Continuing Education
City Colleges of Chicago

INTERVIEW SCHEDULE

Calling Back Respondents of
1987 Adult/Continuing Education Policies and Practices Survey

Hello, this is (your name) calling on behalf of Mr. Talmadge Guy, Associate Vice Chancellor for Basic and Continuing Education at the City Colleges of Chicago. I'd like to speak with

_____

_____

(College: _____)

regarding a survey [he/she] recently participated in.

(***If he or she is not available at this time, ask when he or she may be contacted.)

date/time: _____

_____

(***If it seems as though it would be difficult to contact him or her in the next few days ask if there is somebody else in his or her office who could answer a few questions regarding the operation of their non-credit continuing education program.)

alternate respondent
name/title: _____

(***Otherwise, proceed with the interview.)

Your name_____ Date/time _____

Notes regarding interview _____

We are following up on some of the important issues identified by the adult/continuing education programs of our survey. I'd like to ask you a few more questions. Please keep in mind that we are primarily interested in the college level non-credit continuing education programs offered by your institution.

1. First of all, is your annual unduplicated student headcount for all programs at your institution--across all campuses--between _____? This includes non-continuing education students.

   ____ yes

   ____ no, it is _____

   comment _____

2. Is your annual unduplicated student headcount in the adult/continuing education classes at your institution across all campuses about _____? This can be an estimate.

   ____ yes

   ____ no, it is _____

   comment _____

3. Has enrollment in your adult/continuing education program been increasing, decreasing, or remaining about the same in the past two or three years? (###wait for answer) Has this been a significantly large [increase/decrease]?

   5 Increasing, yes significantly large
   4 Increasing, no not significantly large
   3 Remaining about the same
   2 Decreasing, no not significantly large
   1 Decreasing, yes significantly large

   comment _____

4. About what percentage of your (ACE) program is composed of Community Education/Personal Development courses? (###wait for answer) Short-term Vocational Training? (###wait for answer) Continuing Professional Education? (###wait for answer) Workshops and Seminars? (###wait for answer) Other?

   ____ % Community education/personal development

   ____ % Short-term vocational training

   ____ % Continuing professional education

   ____ % Workshops and seminars

   ____ % Other, specify: _____

   comment _____

5. What are the areas of new course programming, either existing or planned?

   1 _____

   2 _____

   3 _____

   4 _____

   5 _____

6. What new segments of the population are being targeted?

   1 _____

   2 _____

   3 _____

7. Are short-term vocational or job skills training courses being emphasized more these days?

1 yes 2 no

If yes, are there many more courses now in short-term vocational training compared to the growth in other program areas?

1 yes 2 no

comment _____

_____

8. About how many off-campus sites do you maintain at any given time? (***wait for answer) About what percentage of ACE classes are held off-campus?

_____ (number of sites)

_____ % (of off-campus classes)

9. What is the average tuition or fees for any given ACE course that you offer? Please estimate.

_____ (average tuition/fees per course)

comment _____

10. Who gives final approval to the non-credit ACE courses at your institution?

1 The state
2 The system
3 The college
4 The dean or associate dean
5 Other, specify _____

comment _____

11. About what percentage of your total funding for non-credit ACE courses comes from the following sources?

____ % The state
____ % Cost-recovery fees
____ % Grants
____ % Contracts with businesses or agencies
____ % Local property tax
____ % Tuition
____ % The city or county
____ % Other (1), specify _____
____ % Other (2), specify _____

12. What are the trends in funding these days? Which sources are increasingly used to fund the non-credit ACE program?

1 _____

2 _____

3 _____

And how does this affect your course programming, marketing, and enrollment trends?

_____

_____

_____

_____

(***Next, refer to the returned questionnaire to ask questions with missing responses--these are circled in blue felt pen. For this program, these are questions _____. If respondent is unsure about any question, ask him or her to estimate or a rough idea. Mark the responses directly on the returned questionnaire.)

Thank you for your time.

(***Refer any questions to Mr. Wozniak, Ms. Easter, or Mr. Guy.)

ERIC Clearinghouse for Junior Colleges MAY 26 1989